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## **“Co n n e c t i n g E d u c a t o r s W i t h B u s i n e s s”**

**M i d C e n t r a l E d u c a t i o n a l C o o p e r a t i v e  
I n C o o p e r a t i o n w i t h M i t c h e l l T e c h n i c a l I n s t i t u t e  
a n d D a k o t a W e s l e y a n U n i v e r s i t y**

**P o B o x 228  
P l a t t e , S D 57369**



**S o u t h D a k o t a T r a n s i t i o n t o  
A d u l t h o o d S y s t e m s C h a n g e P r o j e c t  
S p r i n g 2000**





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“Connecting

# INTRODUCTION

## *Mid-Central Educational Cooperative “Connecting Educators with Business”*

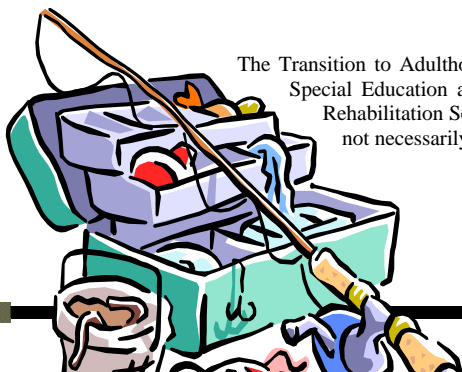
This guide is intended to be a reference for businesses and educators who are interested in implementing the “Connecting Educators with Business” program into their community.

This course was sponsored by Mid-Central Educational Cooperative of Platte in cooperation with Mitchell Technical Institute and Dakota Wesleyan University. This course was the result of their collaborative efforts along with area businesses, industries, and class participants.

### **This document includes:**

- ✦ Introduction
- ✦ Success
- ✦ Development Procedures
- ✦ Course Overview
- ✦ Credits
- ✦ Employer Contacts
- ✦ Student Registration/Marketing Strategy
- ✦ Schedule Presentations/Tours
- ✦ Expectations of the First Class
- ✦ Class Agenda
- ✦ Expectations of Last Class

If you have questions please feel free to contact the Mid-Central Educational Cooperative, PO Box 228, Platte, SD 57369 or call 605-337-2636; or the South Dakota Transition Project, BHSSC, 221 S. Central, Pierre, SD, 57501 or call 1-800-224-5336.



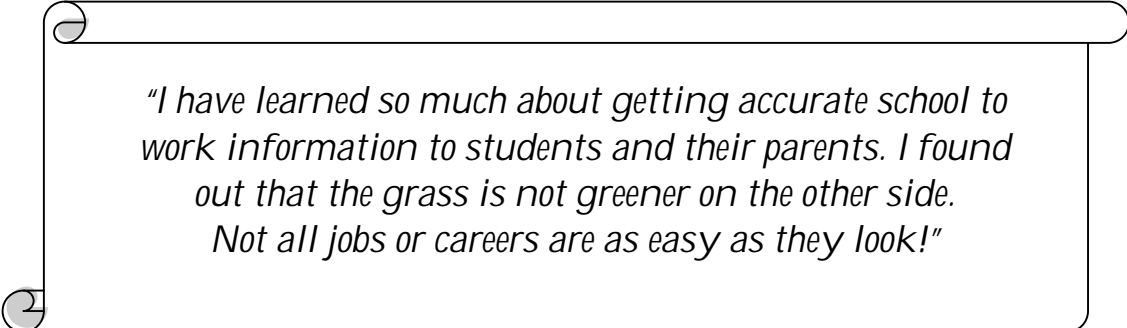
The Transition to Adulthood Systems Change Project is funded by the US Department of Education, Office of Special Education and Rehabilitation Services, under a SD Office of Special Education and Division of Rehabilitation Services grant. This is a Black Hills Special Services Cooperative publication, which does not necessarily reflect the positions or policies of the departments granting funds.

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# SUCCESS!

The success of the “Connecting Educators with Business” class was driven by the involvement of businesses in the Mid-Central Educational Cooperative area. This program has been offered throughout the state, the response of the participating businesses was very positive, and they have encouraged their peers to be involved. This commitment does not require financial resources from the businesses, but a commitment of time for one late afternoon session, with the possible follow-up for a shadowing experience by a class member/educator at a mutually agreed upon date.

The “Connecting Educators with Business” class has always been a very positive experience for the educators. Many educators call it “the most meaningful, practical course” they have ever taken. They felt the exposure to actual jobs helped them to better identify with industry, truly understand the needs of industry and business, and pass that understanding on to their students as they transition from school to work.



*“I have learned so much about getting accurate school to work information to students and their parents. I found out that the grass is not greener on the other side. Not all jobs or careers are as easy as they look!”*

The Transition to Adulthood Systems Change Project is funded by the US Department of Education, Office of Special Education and Rehabilitation Services, under a SD Office of Special Education and Division of Rehabilitation Services grant. This is a Black Hills Special Services Cooperative publication, which does not necessarily reflect the positions or policies of the departments granting funds.

## DEVELOPMENT PROCEDURES

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**FOR THE**

**“CONNECTING EDUCATORS  
WITH BUSINESS” CLASS**



**COURSE OVERVIEW**



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## **“Connecting Educators with Business”**

The Mid-Central Educational Cooperative participated in a program called, “Connecting Educators with Business”. The “Connecting Educators with Business” class would provide educators with an opportunity to learn firsthand about the local businesses and requirements associated with the various business and industry careers. Through these experiences, educators will become better equipped to prepare students for the rapidly changing workplace have a better understanding of the skills necessary to insure employment for all students.

Weekly “on-site visits” offered student/educator the opportunity to shadow particular job careers, which helped them experience a practical learning experience.

The Mid-Central Educational Cooperative arranged with Dakota Wesleyan University to offer the three credit course. It was designed to serve as an elective in graduate education programs.

Businesses spoke to one of the class sessions, or to provide a tour of their business. The tour sessions were held at businesses’ sites and consisted of business/community representatives speaking on topics such as; how their companies operated; what are the expected trends that have impacted their company; what skills were required for particular jobs; and what people skills are necessary for their employees. The sessions included lectures, panel discussions, and tours. Although these were strictly suggestions, they could handle their presentation in whatever manner that they felt most comfortable. Some sessions included three related business presentations that were approximately 20 to 30 minutes in length. The businesses providing tours required more time and were scheduled accordingly.



### **The following is a list of topics of industry focus:**

- ✱ Employee/Labor Relations, Personnel, Job Training
- ✱ Industrial Engineering, Inventory Control, Quality Control

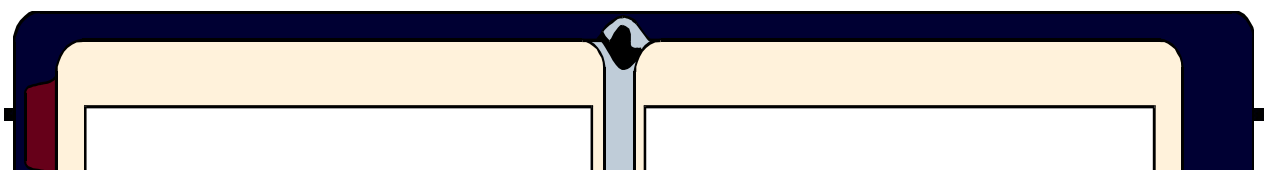
- ✱ Marketing, Sales Promotion and Public Relations
- ✱ Financial/Managerial Accounting and Information Systems
- ✱ Impact of Government on Business
- ✱ Financial Institutions/Banking, Investments and Risk Management
- ✱ Agricultural Business/Producers and Processors
- ✱ Manufacturing/Heavy and Product Component and Wholesale Distribution
- ✱ Retail Sales
- ✱ Healthcare/Acute Care Hospitals, Nursing Homes and Allied Health
- ✱ Construction/General Contractors and Specialty
- ✱ Food Industry/Supermarkets and Restaurants
- ✱ Not-for-Profit
- ✱ The Business of Government
- ✱ Other Service Providers

*"I found this class extremely profitable. I was glad to learn what business people look for in their employees so that I can gear my communications class toward becoming proficient in their skills dealing with others. I also was able to share my perceptions about how these people accommodate those with disabilities. Hopefully, all of this will help me as a person, a teacher and a parent."*

## CREDITS

Mid-Central Educational Cooperative, through Mitchell Technical Institute, arranged with Dakota Wesleyan University to offer a three-credit course, "Connecting Educators with Business." It was designed to serve as an elective in graduate/undergraduate education programs.

The following procedure is how Mid-Central Ed. Cooperative and Mitchell Technical Institute set up their credits for this class. However, it is imperative to mention that every college or institute's procedure is different. Your first step is to always contact the school's registrar.



- 1. Contact the registrar's office to find out what is needed to offer this class.
  - a. What is their charge per credit?
  - b. Are graduate/undergraduate credits offered?
  - c. Does the course have to be on campus?
  - d. Does the instructor have to have their doctorate degree?
  - e. How many contact hours are needed for credit?
  - f. Etc.
- 2. Submit syllabus for approval. This approval process varies at each college.
- 3. Upon approval, one of two things can happen. Either the school will send you registration information and credit payment forms to be completed at the first class, or a representative from the college will attend your first class to do this.
- 4. A class list will be sent to you upon completion of registration. The class Coordinator will need to take attendance for each class. Mid-Central allowed two (2) class absences, after that, for each class missed, the final grade would be dropped one letter grade.
- 5. Upon completion of course work, the class coordinator and instructor of record will grad class participants' work and send grades to the college.
- 6. Depending on the institution, grades may either be sent to the participant, or a request for transcripts must be sent in by each participant.



## EMPLOYER CONTACTS

Mid-Central Educational Cooperative consists of 11 school districts, including 11 different communities. The following procedure is our “best practice” in contacting the variety of businesses throughout our geographical area.

1. Identify the area(s) commercial/community club and their presidents, for example:
  - a. Chamber of Commerce
  - b. Rotary



- 
- c. Kiwanis
  - d. Lions

The school, in each of these communities, is a great source in identifying various clubs and their presidents.

2. Contact each president, explain the class and ask to be put on their next available meeting agenda.
3. Present at the commercial/community club meeting. Use handouts #1, Dear Business Leader, #2, Business Participation Form and #3, Outline. Assure the business representatives that once the time comes to schedule presentations/tours, their schedules and time will be taken into consideration. While presenting at the community clubs, emphasize what it is you want the employers to share with the teachers. For example: How does your company operate? What trends will affect your company? What skills are needed, and what people skills are necessary?
4. If more business presentations/tours are needed, use yours and coworkers' community contacts to complete your list.



Handout #1  
(Dear Business Leader)

Dear Business Leader,

The Mid-Central Educational Cooperative would like to invite you to participate in the “Connecting Educators with Business” program. We understand the growing need that exists for teachers and other education personnel to remain current in the many changes occurring in the business world. We feel that the “Connecting Educators with Business” class will provide educators with an opportunity to learn firsthand about the local businesses and requirements associated with the various business and industry careers. Through these experiences, educators will become better equipped to prepare students for the rapidly changing workplace. Educators will have a better understanding of the skills necessary to insure employment for all students.

We are asking for you or a member of your business to speak at one of the class sessions, if you will not be providing a tour of your business. The tour sessions will be held at businesses’ sites and will consist of business/community representatives speaking on topics such as how your companies operate; what are the expected trends that will impact your company; what skills are required for particular jobs; and what people skills are necessary for your employees. Sessions may include lectures, panel discussions, and tours. These are strictly suggestions, please feel free to handle your presentation in whatever manner you feel most comfortable. Because some sessions may include three related business presentations, the period for individual presentations will be approximately 20 to 30 minutes. We do realize that businesses providing tours may require more time and we will schedule accordingly.

The success of the “Connecting Educators with Business” class will be driven by the involvement of businesses in the Mid-Central Educational Cooperative area. We look forward to your involvement. This program has been offered throughout the state, the response of the participating businesses has been very positive, and they have encouraged their peers to be involved. This commitment does not require financial resources from your business, but a commitment of time for one late afternoon session, with the possible follow-up for a shadowing experience by a class member/educator at a mutually agreed upon date.

The “Connecting Educators with Business” class has always been a very positive experience for the educators. Many educators call it “the most meaningful, practical course” they have ever taken. They felt the exposure to actual jobs helped them to better identify with industry, truly understand the needs of industry and business, and pass that understanding on to their students as they transition from school to work.

We would like to meet with each business representative personally; however, we realize that is unrealistic due to our busy schedule. Barb Boltjes and Kathy Scott have met with and spoken at the following Commercial Organizations: Armour, Burke, Kimball, Corsica and Gregory. We are scheduled to talk at the organizations in Colome, Stickney, White Lake, Plankinton, Platte and Mt. Vernon. Attached is a form, which includes the information we need from each participating business. If you would complete the form and return it in the enclosed self-

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addressed envelope to the Mid-Central Educational Cooperative as soon as possible, or fax to the Cooperative at (605) 337-2271, we will move forward with our plans.

As you are considering your participation, please feel free to contact us at 337-2636. We would like to thank you for your time and consideration of this project. We look forward to working with your company on this very worthwhile project.

Sincerely,

Kathy Scott  
Transition Coordinator  
Mid-Central Educational Cooperative



Handout #2  
(Business Participation Form)

## CONNECTING EDUCATORS WITH BUSINESS

Business \_\_\_\_\_ Presenter \_\_\_\_\_

Date \_\_\_\_\_ Location \_\_\_\_\_

Tour \_\_\_\_\_

Thank you very much for your willingness to become involved. We look forward to learning first-hand more about your company/business.

\_\_\_\_\_ Yes, I will be able to participate. My business will be providing a tour presentation at my business.

\_\_\_\_\_ Yes, I will be able to participate. I will provide a class presentation at our public school, not a tour of my business.

\_\_\_\_\_ No, I will not be able to participate in this year's project.

Please contact our representative (if different from the above named):

Contact Person: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_



# Business Survey Form

*Meade School District 46-1 developed this form for teachers to use while job shadowing and interviewing employees.*

Teacher \_\_\_\_\_ Business \_\_\_\_\_

Employee \_\_\_\_\_ Employee's Title \_\_\_\_\_

1. JOB DESCRIPTION (Attach if one is available)

2. JOB REQUIREMENTS

A. Education Required:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

B. High school courses that would be helpful:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

C. What skills did you learn in high school/college that assist you in this job?

(1) Academic skills \_\_\_\_\_

(2) Others: \_\_\_\_\_

3. JOB PROJECTION

A. Outlook for the future:

(1) great! \_\_\_\_\_ (2) maintenance of current manpower level \_\_\_\_\_

(3) manpower level will be reduced \_\_\_\_\_ (4) no future in this job \_\_\_\_\_

B. Chances for advancement:

(1) great! \_\_\_\_\_ (2) small \_\_\_\_\_ (3) none \_\_\_\_\_

C. Factors that influence advancement:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

D. Economic return:

(1) Salary: (optional)

(a) What is the beginning salary range for this position? \_\_\_\_\_

(b) What is the top salary for this position \_\_\_\_\_

(2) What benefits do you receive?

\_\_\_\_\_ Retirement

\_\_\_\_\_ Sick Leave

\_\_\_\_\_ Health Insurance

\_\_\_\_\_ Dental Insurance

\_\_\_\_\_ Vacation Leave

\_\_\_\_\_ Other (explain): \_\_\_\_\_

4. JOB WORKING CONDITIONS

A. What is your work schedule?

Days: \_\_\_\_\_ Hours per day \_\_\_\_\_ Overtime \_\_\_\_\_

B. What do you do in a normal work day?

\_\_\_\_\_

C. Who do you talk to if you have problems on the job?

\_\_\_\_\_

D. What kind of clothes do you wear to work?

\_\_\_\_\_

If uniforms are required, do you pay for them? \_\_\_\_ Yes \_\_\_\_ No

Are they cleaned for you? \_\_\_\_ Yes \_\_\_\_ No

E. Describe the environment of the working conditions:

(1) Outside? \_\_\_\_\_ (4) Well-lighted? \_\_\_\_\_

(2) Inside? \_\_\_\_\_ (5) Well-ventilated? \_\_\_\_\_

(3) Air Conditioned? \_\_\_\_\_ (6) Damp? \_\_\_\_\_ Cold? \_\_\_\_\_

5. TRAINING REQUIREMENTS FOR JOB

A. High School Graduation? \_\_\_\_\_ D. College Degree? \_\_\_\_\_

B. Vocational Training? \_\_\_\_\_ E. Postgraduate Training? \_\_\_\_\_

C. Postsecondary Training? \_\_\_\_\_ F. No Training Necessary \_\_\_\_\_

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On-the-job education or training? \_\_\_\_\_ Explain \_\_\_\_\_

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## 6. LEGAL REQUIRMENTS FOR JOB

A. Minimum Age Requirement \_\_\_\_\_

B. License, Union(s) and Permits Required:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

## 7. EQUIPMENT, TOOLS, FACILITIES, MACHINES REQUIRED FOR JOB

A. Special Equipment Needed                      Employer Furnishes (circle one):

(1) \_\_\_\_\_                      Yes                      No

(2) \_\_\_\_\_                      Yes                      No

B. Special Clothing Needed:

(1) \_\_\_\_\_                      Yes                      No

(2) \_\_\_\_\_                      Yes                      No

## 8. OTHER CONDITIONS OF JOB

A. Stands on feet for long hours? \_\_\_\_\_ E. Mental pressure? \_\_\_\_\_

B. Must work weekends and holidays \_\_\_\_\_ Dust? \_\_\_\_\_

C. Must work weekends and holidays? \_\_\_\_\_ G. Sedentary? \_\_\_\_\_

D. Heavy lifting? \_\_\_\_\_ H. Other \_\_\_\_\_

## 9. WHAT IS YOUR MANAGEMENT STYLE?

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10. A. What do you like about your job?

---

B. What do you dislike about your job?

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11. ARE THERE REGULARLY SCHEDULED STAFF MEETINGS? \_\_\_\_ Yes \_\_\_\_ No

If yes, how often do they meet? \_\_\_\_\_

## 12. TRAINING/EDUCATION AVAILABLE

A. What type of training is available? \_\_\_\_\_

Is this paid for by the company? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. Is this training documented in the employee's file? \_\_\_\_\_ Yes \_\_\_\_\_ No

C. Does the company pay for any type of education? \_\_\_\_\_ Yes \_\_\_\_\_ No

Explain  
?

### 13. EXAMPLES OF WHEN THESE SKILLS ARE USED:

#### A. Communication

Oral: \_\_\_\_\_

Written: \_\_\_\_\_

Listening: \_\_\_\_\_

Technical Reading/Writing: \_\_\_\_\_

B. Math: \_\_\_\_\_

C. Science: \_\_\_\_\_

D. Technology: \_\_\_\_\_

E. Others: \_\_\_\_\_

### 14. VALUES

Outside of your work, what are some of the things you value most? \_\_\_\_\_

### ADDITIONAL COMMENTS:

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## STUDENT REGISTRATION/MARKETING STRATEGY

### STUDENT REGISTRATION

At Mid-Central Educational Cooperative, we request that interested persons contact us at Mid-Central to sign up for the class. The first night of class is where the actual college registration takes place, along with credit payments.

### MARKETING STRATEGY

Advertise your class in a variety of ways:

- ✱ memos to teachers, counselors, superintendents.
- ✱ ask superintendents to discuss the class at their staff meetings.
- ✱ have coworkers talk about the class to every teacher they encounter.
- ✱ discuss the class at your organization's board meetings and staff meetings.
- ✱ post class description and registration in school offices or teacher lounges, sample flyer, see attachment.

*This class put into focus for me the fact that there is more of a relation between what I teach and what young people will need to know to secure a career than what I previously thought."*



## SCHEDULE PRESENTATIONS/TOURS

*Make sure the class has sufficient enrollment to continue, before setting presentation dates with employers.*

Using the business participation form (handout #2 that you used during your commercial/community club presentation) set your class schedule. You may have to make one-on-one contacts with businesses if you have not received enough of these business participation forms. Again, use your coworker's business/community contacts in doing this.

Due to business's schedules, Mid-Central scheduled approximately 4 weeks or 1 month presentations at a time, with reminder phone calls being made a couple of days before the actual presentation/tour. Presentations were held at the school while business tours were held at the place of business. A good rule of thumb one could go by is to plan for one hour of presentations and 1½ hours for tours.

Every week, thank yous were sent to the previous week's presenters, using the example found on Handout #7, see attachment.

*"This course has given me information that I use daily in conversations with students. It will also be reflected in the direction that I lead our school curriculum development."*



Handout #7  
(Thank you)

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February 12, 1998

Mr. Al Timmermans  
Al's One Stop  
120 W. 7<sup>th</sup> St.  
Platte, SD 57369

Dear Al:

Thank you for the presentation and tour of your business for the "Connecting Educators with Business" class. It was informative and greatly appreciated by all. We appreciate your time and interest in helping teachers prepare students for the world of work.

We wish you and your business continued success.

Sincerely;

Kathy Scott  
Transition Specialist  
Mid-Central Educational Cooperative

Thank You



## **EXPECTATIONS OF THE FIRST CLASS**

At the first class, all course registration and payment for credits are completed. Use handouts #4, Course Syllabus and #5, Competency/Skill List (see attachments) to review class requirements and to answer any questions.

Handout #4, Course Syllabus, gives a course overview, lists course goals and course requirements for both graduate and undergraduate credits. Handout #5, Competency/Skills List, is completed throughout the course. Every class participant will identify competencies or skills they found to be necessary for the presenting business.

The last page is a lesson plan outline to complete, which is a course requirement. The first month's agenda is also distributed and two presentations and/or tours are given. Attached is Mid-Central's agenda, Handout #6, for the class held in 1998. This will help the class coordinator in setting up their class schedule.

Mid-Central sets the deadline, of two weeks, for all course requirements to be completed. Class participants are also allowed to hand in any completed work during the course.



## **Connecting Educators with Business Graduate Course Spring Semester 1998**

**Instructor:** Dr. Cindy Lillibridge

**Course Coordinator:** Vicki Wiese

**Course Number:** Pending

### **Meeting Places and Times:**

#### **Wednesday**

February 4, 1998 to May 13, 1998

Class meetings will be at Mid-Central Educational Cooperative and/or area businesses and industries that are participating in the class presentations.

5:00 to 8:00

### **Course Overview:**

*The Connecting Educators with Business has been developed to assist educators and others in their instruction of students and similar individuals through real life exposure to on-going everyday business and industry situations. The presenters will be speakers from all areas of local industry and commerce. Weekly programs initially will focus on topical subjects and then shift to industry focuses for local area business sectors. The weekly "on-site visits" approach will be key to the learning process. Each student/educator will also have the opportunity to shadow particular job careers, which should help complete the practical learning experience.*

This course is sponsored by the Mid-Central Educational Cooperative of Platte in cooperation with Mitchell Technical Institute and Dakota Wesleyan University of Mitchell.

### **Formal Course Goals:**

1. To provide educators with "real life" exposure to specified business and industry.

- 
2. To update educational personnel on the requirements of varying occupational choices available to their students.
  3. To help educators gain additional knowledge about specific businesses and/or industries that are of interest to them; to allow them to see how they operate, and understand what the current and future trends are that affect the company.
  4. To develop networking techniques that will benefit both the teacher and students.
  5. To provide educators with realistic information and experiences which can be used in curriculum development that will help students relate their aptitude, interests, and academic preparation to career planning.

### **Course Requirements:**

#### ***Undergraduate Credit:***

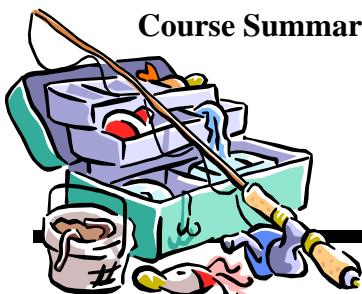
- ✱ Each participant is expected to select a 3 to 4 hour job shadowing experience. A 2 to 3 page reaction paper will be written to document this requirement.
- ✱ Each participant is expected to complete the attached Competency/Skill Listing.
- ✱ Each participant is expected to write one lesson plan that applies business/industry skills in their classroom.

#### ***Graduate Credit:***

- ✱ Each participant is expected to select a 3 to 4 hour job shadowing experience. A 2 to 3 page reaction paper will be written to document this requirement.
- ✱ Each participant is expected to complete the attached Competency/Skill Listing.
- ✱ Each participant is expected to write two lesson plans that apply the business/industry skills in their classroom.
- ✱ Submit a plan for sharing the knowledge gained during the class with colleagues, parents, students, or community. (i.e. department meetings, in-service, Chambers, conferences) (1 to 2 pages)

If a student expects to be gone more than two of the class sessions, an additional paper or other acceptable alternative will be worked out on an individual basis.

### **Course Summary:**



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*Members of the Mid-Central Educational Cooperative entered into this project because they saw a need for local educators to stay attuned to the current developments that are occurring in business and industry. They felt it was a priority to make this type of opportunity available to area teachers, which in turn will better prepare the young people for their future careers and improve the quality of the workforce.*

Although this is not specifically a vocational course, it will provide educators with a real-life insight into how their students must prepare to enter specific business and industry careers. The Connecting Educators with Business program should also serve to improve its participant's "common sense" inventories in business/industry. The informal presentation and interaction style should serve to satisfy particular individual interests, help participants gain knowledge and hopefully provide an enjoyable and meaningful education experience.

Handout #5  
(Competency Skills List)

## Connecting Educators



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## **with Business Competency/Skills List**

*Following is a listing of some of the skills and/or competencies identified to be important. Workers need basic skills in reading, writing, and mathematics, and they need good speaking and listening skills. That includes such concepts as thinking creatively, making decisions, solving problems, visualizing abstract ideas or thoughts and knowing how to learn and reason.*

Please identify competencies/skills you found to be necessary for the presenting business/industry partners. Beside each skill is an area to be completed. Please list an application(s) that you observed or that was shared during the presentations and/or tours.



Competency/Definition	Application
<b>Quality:</b> Perceives quality in people, processes and materials. Follows directions. Solves problems. Creates quality outcomes.	
<b>Teamwork:</b> Respects and serves others. Contributes to team goals and efforts. Is flexible in working with others. Cooperates.	
<b>Communication:</b> Listens, speaks, writes and reads accurately. Organizes messages efficiently and persuasively to meet the needs of others. Expresses self with clarity.	
<b>Organization:</b> Works efficiently. Plans ahead. Completes priority work. Predicts future needs and challenges. Is logical.	
<b>Learning:</b> Life-long learner. Has a capacity to grow. Can direct their own learning. Can recognize the need for learning. Capable of learning from and training others.	
<b>Safety:</b> Practices healthy personal and work habits. Notices areas for safety improvement. Respects the safety of others.	
<b>Math:</b> Selects math skills appropriate for the task. Uses math processes to solve problems. Uses math reliably.	
<b>Computer:</b> Has a functional, competent knowledge of computers. Competent in word-processing, spreadsheets, drawing and other processes as related to duties.	

## SKILLS USED IN BUSINESS

<b>Observation of Communication Skills in Business</b>	
Communication Skill	Application
Team meetings	
Telephone, FAX, and oral communication within the office	
Recruiting new students and employees.	
Dealing with shoplifting and insufficient funds checks	
Giving presentations	
Oral and written communication	
Customer relations	
Department meetings, divisional meetings and work teams.	
Communications with co-workers	
Others:	

<b>Observation of Math Skills in Business</b>	
Math Skill	Application
Convert English to Metric measurements	
Measure lengths ( $\frac{1}{16}$ , $\frac{1}{8}$ , $\frac{1}{4}$ , etc.)	
Schedule employees time	
Count copies	
Estimate the cost of a job	
Operating a till and making change back to customers	
Figuring tax	
Finding mark-up and mark-down prices and profits	
Reading and creating graphs	
Using percents and fractions	
Others:	

<b>Observation of Science Skills in Business</b>	
Safety	
Recycle products	
CPR and Basic Aid training for employees	
Adapting products for overseas sales to compensate for climate changes	
Others:	



**Building the Workforce for the Future: Teachers in Business**  
**Curriculum Unit**

Project Title:

Subject/Program Area(s):

Project Goal:

Project Objective(s):

Career Readiness Skills:

Career Cluster(s):

Project Duration:

Materials/Resources:

Instructional Activities:

Project Assessment:

**Please include:**

Name

School

Worksite



Handout #6  
(Agenda)

**CONNECTING EDUCATORS WITH BUSINESS  
WORLD OF WORK OVERVIEW**

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**Wednesday, February 4, 1998 - Platte**

Mid-Central Office - Introduction  
Kuip's Hardware Presentation  
Al's One Stop - Tour

**Wednesday, February 11, 1998 - Gregory**

Bankwest - Tour  
Edward Jones Presentation  
Pizza Ranch - Tour

**Wednesday, February 18, 1998 - Corsica**

Corsica Cooperative - Tour Cenex  
Corsica hardware - School  
Dr. Luebke, Medical Clinic - Tour

**Wednesday, February 25, 1998 - Burke**

HillCrest Inn/Restaurant  
HillCrest Motel

**Wednesday, March 4, 1998 - Kimball**

Midstate Telephone Co. - Tour  
A&M Market - Presentation at School

**Wednesday, February 11, 1998 - Stickney**

Aurora Co. Sheriff - Presentation  
at Prairie Winds Lodge  
Prairie Winds Lodge –  
Presentation and Tour

**Wednesday, March 18, 1998 - Plankinton**

South Dakota Mail - Tour  
John & Susan Steele, attys.  
Presentation  
South Dakota State Training School  
Presentation

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**Wednesday, March 25, 1998 - Gregory**

Job Service - Presentation  
Gregory Community Hospital  
Napers Emporium - Tour

**Wednesday, April 1, 1998 - Kimball**

Discuss course requirements  
Overweg Repair & Radiators  
    Dan Overweg - Presentation at School  
Bruce Naasz, Veterinary Services

**Wednesday, April 8, 1998 - Burke**

Pete's Taxidermy - Tour  
Dennis Lengkeek, Game Warden  
    Presentation at School  
Becky Zirpel, Ag. Services  
    Presentation at School

**Wednesday, April 15, 1998 - Armour**

Morrow Produce - Tour  
Black Ink Farms  
    Presentation at School & Farm

**Wednesday, April 27, 1998 - Geddes**

Dave VanderPol - Exotic Animal Farm (Corsica)  
The Barn, Bed and Breakfast  
Tim Anderson, Construction Incorporated  
Transition Updates - At The Barn



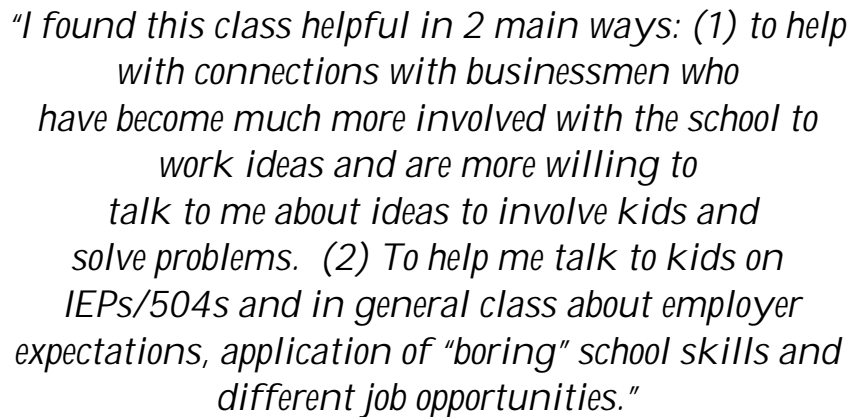
## **EXPECTATIONS OF THE LAST CLASS**

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The last class consists of at least one presentation and/or tour. At this time everyone meets at our office to hand in any course requirements and to answer questions.

Use handout #8, the evaluation sheet (see attachment) at the last class for participants to complete and return the same night. These evaluations are used in planning the next class.

Remind class participants of the deadline for course requirements. Also discuss the grading procedure as required by the college.



*"I found this class helpful in 2 main ways: (1) to help with connections with businessmen who have become much more involved with the school to work ideas and are more willing to talk to me about ideas to involve kids and solve problems. (2) To help me talk to kids on IEPs/504s and in general class about employer expectations, application of "boring" school skills and different job opportunities."*

Handout #8  
(Evaluation Sheet)

## **CONNECTING EDUCATORS WITH BUSINESS**

### **EVALUATION SHEET**

In preparing for future classes, we would appreciate your input. Please write down your suggestions and comments in the following areas:

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1. Variety of presentations and/or tours.
  2. Suggestions for future presenters.
  3. 3 Credits vs. 2 Credits.
  4. Wed. nights vs. another night.
  5. Time frame of 5 pm-8 pm.
  6. Have your perceptions, of the businesses we studied, changed in any way?